

YOSEMITE ENVIRONMENTAL LIVING PROGRAM



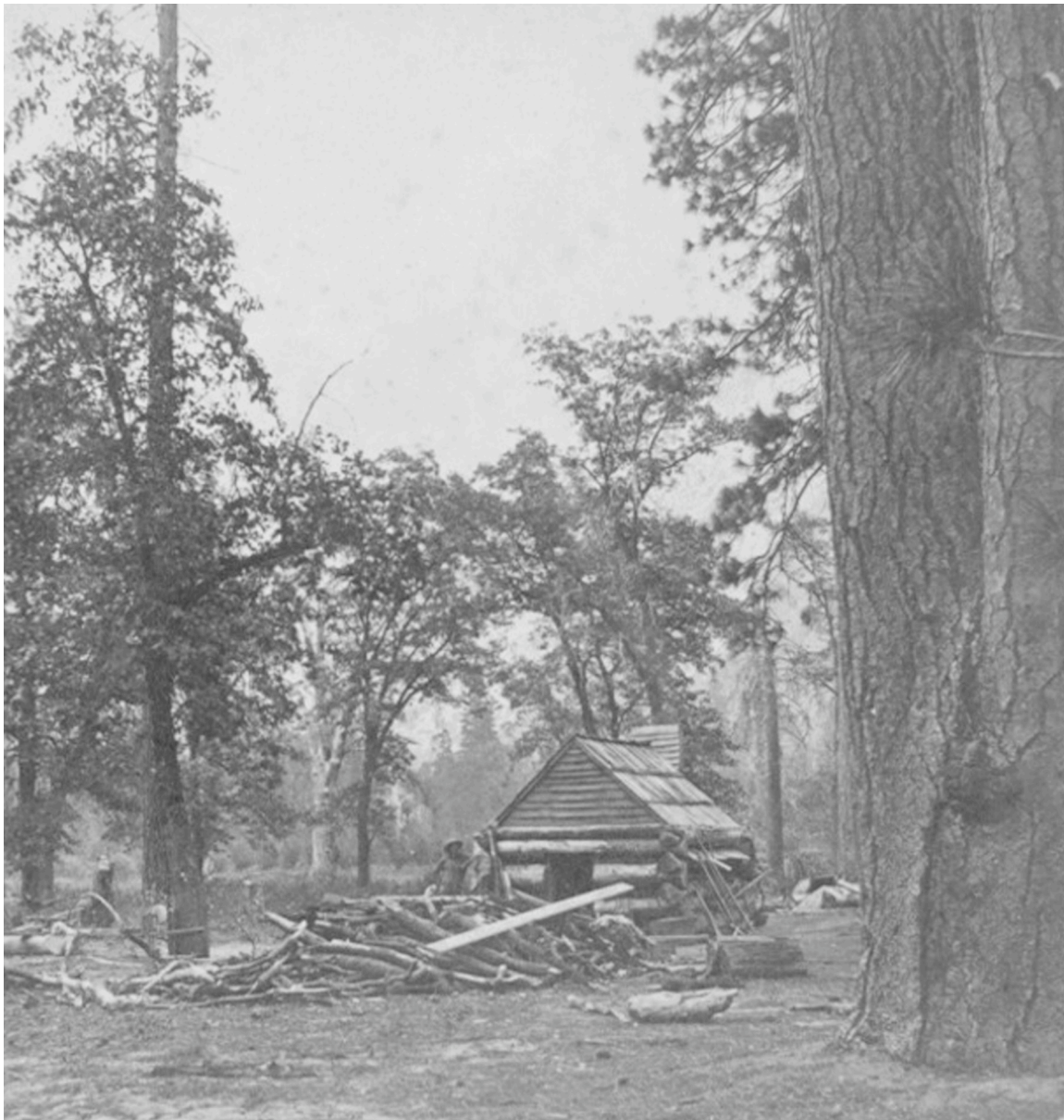
James Hutchings family

Teacher Handbook

Pioneer Yosemite History Center

Teach the children to touch and understand a grasshopper, a rock, a flower, a ray of sunlight, and you begin to establish connections between the children and their surroundings. Keep the children at the center of their learning encounters... build on these experiences with activities that help them to care for the earth and other people.

Keepers of the Earth by Michael J. Caduto



James Lamon at his cabin

I hear and I forget.

I see and I remember.

I do and I understand.

-Chinese

proverb

Dear Environmental Living Program Participants:

You are taking the first steps toward providing a learning experience that your students will never forget. Before you begin, be aware that this program requires extensive classroom preparation and comprehensive planning. Students must be well prepared for the experience. It's a lot of work!

This handbook has been prepared to assist you in planning and conducting the program. It contains information about National Park Service goals and objectives and has ideas about classroom preparation, planning for the overnight stay, and selecting adult helpers. It also includes NPS policies and safety procedures. **If you are not willing to take the time to read this handbook carefully, or if you cannot find the time to do so, please do not register for the program.** The Environmental Living Program has worked well for students, teachers, and NPS staff for over 25 years. The reason it works is that the framework is solid, the design has been completely thought out, and everyone involved is dedicated to its success.

New teachers: please read this handbook carefully. Every rule, every suggestion, is listed for a reason and it all pertains to you and your class.

Returning teachers: aspects of the program change each year. Please don't rely on old information or an old handbook. Most of all, do not assume that any park rule or any ELP rule can be or will be suspended for you.

All: please don't use "I didn't know" or "I didn't understand" as an excuse for violations. All the information you need is either here or provided at the workshop.

If you have questions please call the program coordinator, Susan Michael, at (559)221-4182.



Wawona Hotel before the construction of the main building.

This handbook is to replace all previous copies. Please discard any old handbooks that you might have. You may photocopy any sections that you'd like to distribute to adult helpers.

YOSEMITE ENVIRONMENTAL LIVING PROGRAM ADMINISTRATION

The Environmental Living Program (ELP) is administered by the United States Department of the Interior, National Park Service. The Interpretation Division at Yosemite National Park manages the program.

The program coordinator can be reached at:

Susan Michael
4430 N. Teilman
Fresno, CA 93705
Email: smm66@cvip.net
Phone: (559) 221-4182

National Park Service staff can be reached at:

Dean Shenk, Program Supervisor
PO Box 577
Wawona CA 95389
Email: Dean_Shenk@nps.gov
Phone: (209) 375-9504

Pioneer Yosemite History Center: (209) 375-6259 (answered only during ELP, let phone ring 1-2 minutes)

PROGRAM OVERVIEW

Environmental living is a participatory experience. Programs allow the children to witness the interaction and interdependency of people with the environment. Extensive classroom preparation, role-playing, and problem solving contribute to a successful experience.

The Pioneer Yosemite History Center is in Wawona, 27 miles south of Yosemite Valley and 6 miles north of the south entrance. The center commemorates the efforts of people and the issues they faced during the establishment of the park.

Over a 24-hour period ELP students chop wood, cook on a wood stove, hammer iron at the forge, learn a craft, participate in a transportation business, and recreate the establishment of Yosemite as a National Park. They spend the night in the historic buildings, or they sleep outdoors. By confronting and solving problems of everyday early Yosemite living, the students become aware of the differences and similarities between their environments and those of the residents of Yosemite from 1850-1920.

Long before their overnight, students should learn about the groups of people who were instrumental in making Yosemite what it is today. The role groups are called Living Services, Transportation, Artisans, Early People, and Guardians. At Yosemite the students adopt the names and personalities of actual characters who lived in early Yosemite and should learn as much as possible about their characters and how they actually shaped this place. **Students should be assigned to role groups by character (See the List of characters for which role group each person belongs in).**

All students participate in each of five stations during the ELP: Role Task, Cooking/Wood Chopping, Transportation, Skills, and Blacksmith.

After the stations are complete, students meet as a group in a town meeting and discuss what they believe should happen in the park. Through discussion and debate, they recognize that the process of establishing a national park is difficult and contentious, that special protections for national parks are not guaranteed forever, and that difficult decisions and compromises will continue to be made into the future.

Program Theme and Goals

Through a simulated experience of a historic period in Yosemite, children will discover that land use issues of that time are the same as land use issues today. As a result of this discovery, children can choose to make a personal commitment to the protection of resources and national parks.

Children are the voters, decision-makers, and stewards of the future. We are preparing them for the important role they will play in that future by helping them understand the complex issue of conservation/preservation versus use in national parks and by urging them to feel a sense of stewardship for our parks.



Camp Lost Arrow 1911

Annual ELP Calendar and Checklist

_____ **Application:** Please photocopy and send in the application included in this handbook by August 15. You will be notified as soon as possible about your assigned date for the Teacher / Helper Workshop.

_____ **Selection:** Participants are selected as soon as all the applications are processed. If there are more qualified applicants than dates available, a waiting list will be prepared.

_____ **Teacher / Helper Workshop:** All teachers (including waiting list) and helpers must attend the workshop in the fall. Teachers receive updated handbooks at the workshop. Teachers are responsible for providing copies of the needed items to their helpers. Workshops are usually held on the last weekend in September and first weekend in October. Workshop fees are \$25 per person and are payable at the time of the workshop. **Checks should be made payable to Yosemite Association.**

_____ **Overnight Date Requests:** Teachers submit at least five acceptable date choices at the workshop or any time prior to October 15.

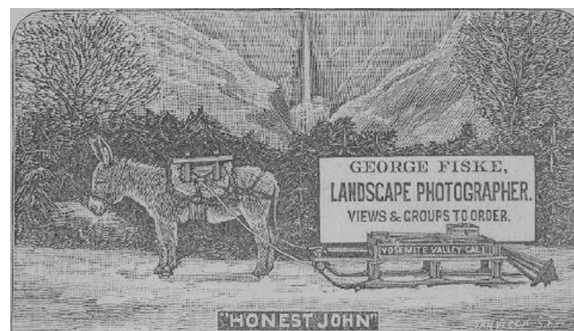
_____ **Overnight Date Assignments:** Dates will be assigned as soon after October 15 as possible.

_____ **Proof of First Aid / CPR Certification:** Each teacher must submit a photocopy of the first aid and CPR certificates of participating adult(s). The teacher also must designate an adult fire marshal. The teacher, the designated first aid provider, and the fire marshal must sign the safety policy, which must be returned before **March 15**. If it is not returned before the deadline, your overnight will be **cancelled**.

_____ **Program Fees:** National Park Service fees for the ELP is \$400, which should be received by **March 15** by the park ranger in charge of the program. Checks should be made out to the Yosemite Association and mailed to: Dean Shenk, PO Box 577, Yosemite CA 95389. If you are unaware of any of this information, it will be assumed that you didn't read the handbook. Missing this deadline may cause your overnight to be cancelled.

_____ **Overnight:** Overnight programs will be held throughout the month of May. Programs are held Monday through Thursday.

_____ **Post-Visit Activities:** Post-site activity documentation is no longer required. It is recommended that you complete whatever activity is most effective for you. Participants will no longer receive evaluations, but be aware that failure to observe/enforce NPS regulations, program philosophy, or safety policies can result in cancellation of your participation.



Advertising card for George Fiske.

RESPONSIBILITIES

Students who complete the Environmental Living Program have strong feelings of pride of accomplishment and a sense of stewardship for national parks. These feelings develop because students are allowed to find solutions to their problems, make mistakes, and discover ways to fix those mistakes. Success depends on the extent to which students are allowed to work independently. The good intentions of teachers and adult helpers can be contrary to this philosophy. **The role of the adult helpers is to facilitate the experience, not to do the work for the students.** There will be times when you are tempted to step in and take over, to correct them when they are about to make a mistake, or to suggest an easier way of completing a task. When this happens, ask yourself:

If I do not step in, will someone get hurt?

If I do not step in, will park resources be damaged?

Students working at the kitchen, blacksmith shop, and wood chopping area are provided with safety equipment and clothing and will receive a safety talk prior to beginning their tasks. This will help eliminate the need for you to hover or take over the activity for the students.

Fires must never be left unattended. All adults are responsible for checking on fires (including lanterns), but it is the fire marshal's job to ensure that all fires are out when the group leaves an area. This does not mean that all fires should be drenched. There will usually be a new group following you within a short time; be considerate.

Students may ask for your opinion. Respond with a question. Ask the students what **they** think they should do. **Allow students to find their own answers.**

Overnight Preparation

If you have questions during the school year, contact the ELP coordinator by phone or email. There will be no correspondence initiated in the park.

Meeting deadlines is critical and reminder calls will not be made. Participants who do not meet deadlines may be eliminated from the program. Waiting list teachers may be selected to fill your place.

Occasionally, groups drop out of the program because they do not have enough support, can't afford the trip, or have other conflicts. If you must drop out, contact the ELP coordinator as soon as possible so that another class can take your place. If you drop out before your fee is due, no charge will be made. If you drop out after the deadline, or after your payment has been made, half of the fee (\$200) will be charged.



PROGRAM FEES AND FINANCIAL COMMITMENTS

The National Park Service charges \$400 per group, which partially offsets costs. The total fee is due by **MARCH 15** to the ranger in charge of the program. After March 15, the fee is \$450. If your payment is not received by the ranger in charge by April 15, your program will be cancelled. Checks should be made out to the Yosemite Association and mailed to: **Dean Shenk, PO Box 577, Yosemite CA 95389. Missing this deadline or ignoring these instructions may cause your overnight to be cancelled.** Receipts are available. The charge for the teacher workshop is \$25 per person, which includes all training materials, dinner, and breakfast.

Groups bear all costs for transportation, food, and supplies and materials. Some groups must rent buses. Food usually costs a few hundred dollars, and supplies for stations may cost \$100 or more. Examine your finances early in the year so that you can plan fundraisers if necessary. You may be able to get donations. Some teachers ask each student to contribute. Some groups have donated additional funds or needed items. If you would like to contribute, contact the coordinator.

ELP SCHOLARSHIP

Mary Collier and her family fund a scholarship in the memory of Rod Collier. Rod was a longtime supporter and participant in the Yosemite ELP for 13 years. Scholarship applicants are asked to specify need, identify how the scholarship will be used, and list fund-raising efforts underway. Recipients are expected to write Mary and her family to thank them for their support.



Visitors at the Merced River

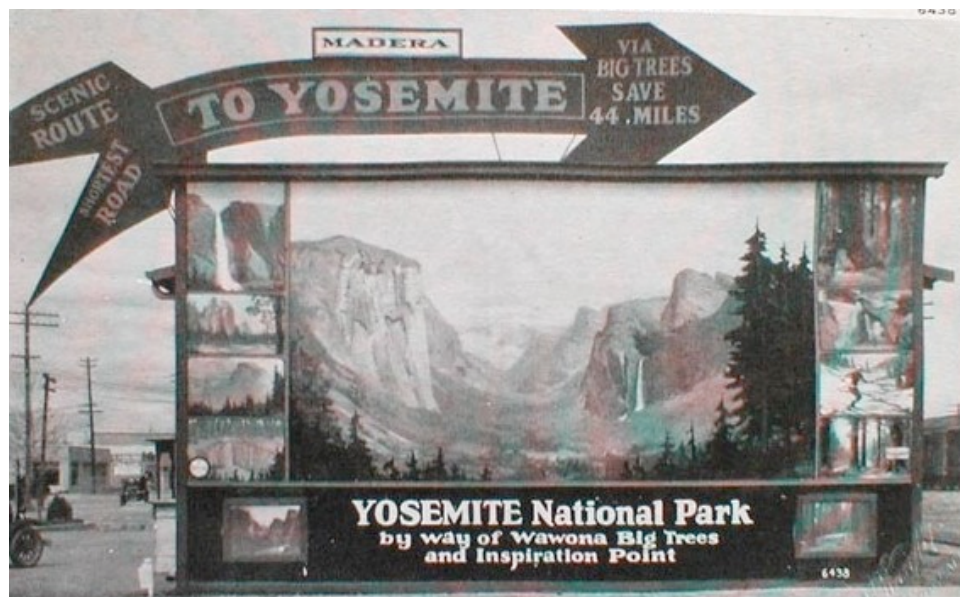
GETTING STARTED

Each teacher should discuss the program and its goals with school administrators. In addition to financial support, school administrators must allow teachers to incorporate the ELP into the school curriculum. Teachers must be allowed to commit several months of effort to the program.

The help of dedicated adults is critical. Teachers should assess the level of support early in the school year and solicit as much assistance as possible.

Yosemite's history is fascinating, and the geology and other natural features are spectacular. Classroom studies and activities can be tailored to the needs of any group.

- History: gold rush, westward expansion, California and local history
- Geography: mapping, weather and climate, landform and geology
- Science: botany, zoology, ecology, aquatic life
- Mathematics: mapping, distance, measurement
- Physical education: pioneer games, square dancing
- Music: traditional music, songs
- Writing: journals, letters, creative writing, pioneer reports
- Reading: Yosemite history, lore, biographies
- Home economics: sewing, cooking, menu-planning, quilting
- Performing/fine arts: drama, sketching, photography



Billboard for Yosemite

Classroom preparation should include Yosemite history, including the individuals who made an impact on the park. People from all walks of life (and from many cultures) have affected Yosemite. At least one month prior to the overnight, teachers should ensure that each student has selected (or been assigned) a character. Students should be able to answer:

What did the character do in Yosemite?

When?

When and where was the character born?

What did the character look like?

When and where did the character die?

Was the character married and to whom?

Did the character have children? What were their names?

Who were the character's friends?

What did the character think should be done with Yosemite?

Students should learn all they can, including the styles of dress, the types of food, and the hobbies of the historic period. They could research salaries, transportation costs, and travel routes. Participants should be able to use the manners of 1850, refer to each other by character names, and be able think and respond as if it really were 1850.

Individual cloth bags with drawstrings can be very useful. Students can use them for their clean dishes and to keep items stored together. Making and decorating the bags can be a good pre-visit activity.

A Yosemite history bibliography is included as part of this manual. Yosemite's research librarian will not conduct research for the students.

The role groups should be used as units of study in the classroom, and all students should be familiar with each group. Role groups are not intended to represent the Yosemite's population during the 1850s–1920s. Many characters played parts in several role groups and can be used to balance the group sizes or to illustrate the complexity of early Yosemite life.

Students should be allowed to select the role and person that most appeals to them, but teachers may have to guide selections to balance group size. Students work in these groups during the preparation for the overnight, for the entire day while in Yosemite, and during a group presentation the following morning. Teachers must make sure that each of the five role groups has approximately the same number of students (i.e. 30 students = 5 groups of 6 students.) Teachers and adult helpers must also be in character. They must be known by the character name during the overnight and dress in period clothing.

Role groups can also be used for dividing and planning chores. For example, the Living Service characters may plan the menu. The Guardians may be in charge of sweeping out cabins in the morning. Transportation characters might help feed the horses and clean the corral. Students should do as much of the planning for the overnight as possible.

During the overnight, role groups should work together and get along. Each student should complete an individual project and should be comfortable presenting the product to the group. This is especially important during the role task station; individuals must work on projects related to their characters but must still cooperate as a group.

Students present the products of the role task station to the group and answer questions, so students should practice making presentations in the classroom and illustrating issues to each other. Experience expressing opinions and defending different points of view (including those with

which they personally disagree) is important. They must also be encouraged to seek compromises and solutions.

It is recommended that groups not debate in the classroom the same issues that will be discussed during the overnight. Practiced presentations can result in uninspired and disinterested discussions in Yosemite.

THE ROLE OF THE NATIONAL PARK SERVICE

The Park Service staff and the program coordinator have the overall responsibility of facilitating, guiding, and coordinating the program. The program coordinator establishes the calendar, plans and conducts the workshops, receives and sends all paperwork, prepares the history center at the beginning of the season, assists as much as possible during the overnights, and closes the center at the end of the season.

At the start of each overnight, a ranger will provide each group with an introduction and safety talk. No rangers are assigned on site at the history center, so the teacher and helpers must ensure student safety and adequate care of the center while facilitating the program. A ranger, park volunteer, or intern may sometimes be able to assist during the day. Before your departure, the center will be inspected for cleanliness by a ranger or other park representative. This person will also take part in the town meeting and provide a closing for the students.

THE ROLES OF ADULT HELPERS

Some schools have a difficult time finding adults who will come to the overnight. For others, there are too many adults who want to accompany the group. Choose only responsible, mature adults who can make sound decisions, who understand the ELP philosophy, and who will keep their commitments. Parents are not always the best choice. Some adults may be unable to remove themselves from their parent roles and may repeatedly try to influence their child's decisions instead of allowing the ELP to be the students' program.

Some groups bring a combination of parents and co-teachers, while others bring all parents or all co-teachers. Choose the combination that will work best for you and your students.

Each group must bring a minimum of five and a maximum of eleven adults to the overnight. These adults help conduct activities, provide supervision, and maintain control, but the greater the number of adults, the more decisions are made by adults and the greater the influence exerted on the students. It is the student's program, not a family activity. Siblings must be left at home.

Don't turn down any help at the beginning of the school year. Anything can happen between October and May, and you might end up needing those "extras" after all. You may get requests from parents who want to visit the group in Yosemite. They may be allowed to visit briefly, but they must only observe the activities; they may not join in or influence the outcome of any decision or task. They must not be allowed to pose the students for photographs or otherwise intrude. Don't invite visitors, even though we cannot exclude them.

ACTIVITIES REQUIRING ADULT HELPERS

Students rotate through five station activities: cooking/wood chopping, blacksmithing, transportation, skills, and role task. Each station lasts approximately 55-60 minutes. An adult at each station assists students with tasks (Station Leaders). Many groups also have an adult that walks with each group of students (Group Leaders). Each group also needs only one photographer.

- Kitchen/wood chopping: Students prepare dinner, keep the woodstove going, and chop wood. (2 adults; **1 in the kitchen who was at training this year**, 1 at wood chopping)
- Blacksmithing: Students work at the forge creating objects out of iron. (1 or 2 adults; **1 in blacksmith shop who was at training this year**, 1 with students outside)
- Artisans: Students demonstrate a typical pioneer skill or craft, play traditional games, sing traditional songs, and/or write in a journal. (1 adult)
- Transportation: Students learn about horses and historic transportation from an NPS employee.
- Role Task: Students simulate the establishment of Yosemite National Park. (1 adult, typically the teacher)

General Assistance: Adults must maintain order, keep students on task at activity stations, and encourage all students to participate. Students must stay at activity stations for the assigned time, and adult helpers must be able to provide additional activities if the original is completed too quickly. It is helpful to have a floater available to move freely around the center offering assistance where needed. Students should not have unstructured time.

Cleanup: Students are responsible for all aspects of cleanup: from scrubbing pots to sweeping buildings to carrying trash across the bridge. Before the group leaves, a representative of the group (a student) will tour the site with the park ranger to ensure that the area is clean.

Fire / Safety. Each group is required to designate an adult who will be responsible for fire safety and another adult who is certified in First Aid/ CPR and who can administer first aid in the absence of NPS staff. Teachers should select someone who has training and experience with first aid emergencies. Teachers may select one person to serve both as fire marshal and first aid responder. The fire marshal will ensure that no fires or lanterns are left unattended at any time during the ELP. This person is also responsible for giving instructions about where to go and what to do in case there is a fire.

The fire marshal and first aid responder will be required to read and sign a safety policy provided by the National Park Service prior to the overnight.

MAINTAINING THE HISTORIC ATMOSPHERE

The students should experience as nearly as possible the life of early Yosemite residents. They should dress in period clothing and use Yosemite character names. Teachers provide all adults and students with durable nametags printed with the character names.

Adults working in the kitchen should keep all modern items hidden by covering them with cloth or placing them in baskets or crates. Food and other materials should be brought wrapped in paper or packed in cloth sacks, burlap bags, wooden crates, or baskets. Tin cups and plates are easiest and recommended. No paper plates or plastic should be used. Sturdy ceramic ware was found in the hotels and camps of the day and may be used during the ELP, but breakage is likely.

Good manners were even more important in that era than they are now. "Sir" and "Madam" were used routinely, and children never addressed adults by their first names. Men and boys never wore hats indoors, men seated ladies at the table, and good table manners were used even at picnics.

COSTUMING

Good costumes are important to an authentic, historic atmosphere. When children get into costume, their demeanor often changes to fit the character. There should be no t-shirts, tennis shoes, or baseball caps. People in Yosemite wore the late Victorian style, NOT prairie style.

When women came to Yosemite, they were not traveling across the prairie in covered wagons. They did not wear long calico skirts, aprons, or sunbonnets. Between 1855 and 1925 women were very fashion-conscious. Female characters for the ELP have many options for great costuming: from beautiful, flowing dresses to riding breeches and from high-collared matronly looks to pinafores. Genteel dignity was sought. Costuming for boys can far exceed the usual cowboy image. As your students research their characters they will pick up authentic details about their way of dress.

Groups with limited budgets can have great costumes. Thrift stores hold a treasure trove of costume components. Your students might find a complete outfit in a thrift shop for very little money. Look for old costume jewelry, old hats, bows, bands, feathers, or artificial flowers. Lace collars, gloves, purses, cases, spectacles, and canes can all add to a costume.

Grandparents, parents, and other relatives can help. Some attics and closets are full of old treasures. Have your students visit craft and fabric stores. Some stores may be willing to donate fabric or other supplies. If one of your students has a parent or friend who sews, encourage them to enlist their help.

Some good sources for patterns are:

Simplicity

For adults: 9723, 8375, 9761, 9453, 9764

For students: 8967, 8953, 9459, 9428, 9422, 9412, 9074

Butterick

For adults: 3011, 6694, 6693

For students: 6489, 5320

Truly Victorian <http://home.pacbell.net/trulyv/>

Wingeo <http://www.wingeo.com/>

Buckaroo Bobbins <http://www.buckarobobbins.com/>

Past Patterns - P.O. box 2446, Richmond, IN 47375-2446

Woven patterns in solid colors are good. Plaids and stripes were often used. Hem skirts and dresses above the ankle for safety and cleanliness. Stay away from knits and shiny polyesters.



Visitors at Mirror Lake

ELP EQUIPMENT LIST

Yosemite weather is impossible to predict for your overnight. Days can be hot, sometimes exceeding 90°, but it can rain, and it can even snow. Participants should bring warm sleeping bags and clothing that can be layered under costumes. Additionally, participants should bring:

- A group first aid kit
- A blanket or pad to use under the sleeping bag
- Metal, wood, or ceramic plates and bowls, and metal or wooden utensils. Each child should have a **metal cup with a closed handle** and a piece of string, thong, or rope to tie the cup to a belt loop or around the waist. The tie should be long enough to allow for drinking while attached.
- Cloth napkin
- Flashlight (adults only)
- Medication (anything that the students require is allowed, including inhalers or other modern treatments or equipment)
- Soap, toothbrush, toothpaste
- Sweats to wear to bed or under settler clothes in cold weather
- Warm jacket
- One extra pair of shoes, a few extra pairs of socks, and a change of clothing for the trip home

Students should not bring frisbees, radios, cameras, cell phones, or other modern items. Camera use during the program should be limited to the official photographer. Time can be allowed at the close of the program for children and parents to retrieve cameras and pose for photographs.

The next two paragraphs are critical and cannot be overemphasized:

Each year a few groups experience cold, wet weather. If the weather is poor, activities will continue, but with modifications. Settlers also suffered poor weather, and students can have an authentic, if uncomfortable, experience. Extra shoes, warm jackets, spare socks and extra pants or sweats can mean the difference between a difficult but manageable situation and an unbearable one. In the rare event that extra warm and dry clothing proves inadequate for basic comfort, arrangements can be made for the group to spend the night in a heated structure nearby. Authenticity can be sacrificed if the cold is extreme. Programs will be cancelled only if the highways into Yosemite are closed (this has never happened during ELP). **All vehicles traveling to Yosemite during ELP season should carry tire chains** because chains can be required during snowy weather and road access can be denied if they are not available.

Each year a few groups experience very hot, dry weather. Because of the altitude (about 4,000 feet), the heat can quickly cause dehydration and illness. Ensure that each child has a **metal cup with a closed handle attached to his/her costume in such a way that the cup can be filled and drained without detaching** it. Children can be encouraged to use "pioneer air conditioning" (dumping water over their heads) during the heat of the day. They should be reminded often to drink at least two cups of water during each station. And again, authenticity can be sacrificed. The students who are dressed in sheepskin jackets or furs or woolen campaign coats can remove those parts of their costumes that make them miserable and likely to dehydrate.

THE OVERNIGHT VISIT

Overnight Program Schedule

Day One

11:00-11:30 AM Group arrives. Adults arrive to set up activity stations. Teacher gets building key from park ranger on duty. The adult who will facilitate the blacksmithing station goes to the blacksmith shop to keep the forge going.

First go to the south side (gray barn side) of the covered bridge and unload students and their personal gear in the parking lot. Gear can then be carried by the students to the rounds in front of the gray barn. The bus should then go to the other side of the Pioneer History Center to unload group gear (cooking materials, craft supplies, iron, etc). After unloading, the bus can be moved to the oversized vehicle parking across Highway 41 from the Wawona Store.

Students should not go into the center until the entire group crosses the covered bridge. The bridge is not open to traffic and cars must drive back to the highway and turn on Chilnualna Falls Road to access the center.

It is recommended you have an activity planned for students, such as a short nature discovery walk outside the Pioneer History Center, if you arrive early.

11:55 AM Setup is complete.

12 noon The students meet with the park ranger at the gray barn. All the adults except the blacksmith meet with the program coordinator. All personal gear is stored in the Artist or Ranger Patrol buildings. Final instructions are given.

1 PM Students begin rotations through the activity stations.

If you serve a snack in the afternoon, do not bring the whole group together for the snack; have those working in the kitchen take snacks around to the other role groups. Don't choose snacks that result in litter (e.g. peanuts in shells, cherries with pits, apples with cores). Fruit slices or cookies work well.

6 PM Dinner and dishes.

Students clean up for dinner and retrieve their place settings. Whoever prepares breakfast should sleep in the cooking station building; they must rise at 5:30 AM! The final group working in the kitchen serves dinner. The teacher and other adults maintain order until supper is served. After dinner, students clean up, washing their own utensils. One or two groups are responsible for scrubbing pots and pans and cleaning the kitchen. A schedule of tasks, including groups responsible for each task, can be posted. Include:

- Scrape leftovers into trash
- Scrub pots/pans; put everything in its proper place
- Clean up litter and food scraps & sweep kitchen
- Clean kitchen & stovetop
- Take garbage across bridge to dumpster
- Refill wood box

It is important that lots of hot wash and rinse water be available to students immediately after dinner and that proper scrubbing tools are used. A four-bucket wash system must be used that includes soap in the second bucket and bleach in the third bucket. Any surface touched by chicken or turkey must be cleaned with bleach. After dishwashing, an activity (perhaps journal writing or singing) for those who are not still cleaning should be provided.

7 PM Sleeping areas are set up.

Adults ensure that the trash goes to the dumpster across the bridge before retiring for the night.

7:30 PM Evening activities.

Evening activities could include a barn dance, singing, skits, stargazing, or melodramas.

9:30 PM Lights out.

Lights out is usually at 9:30 PM but can vary. Students should use the restrooms before retiring for the night. Communicate again any procedures students should follow if they need to use the restroom (they must never go alone; they must always wake an adult).

There are three buildings available for sleeping - the artist building, the ranger patrol cabin, and the Hodgdon cabin. All other buildings must be unoccupied and locked at night, although teachers and a few of the helpers will have keys. At least one adult will sleep with each group of students. The lawns are also available for those who want to sleep under the stars. The fire marshal should go to each sleeping area, identify fire exits (doors), and explain what should be done if there is an emergency during the night. He/she must also make sure that all lanterns are extinguished and that all fires are out.

Day Two

6 AM Living Services group prepares breakfast.

All participants dress in costume. Most students rise before breakfast is ready. They should use this time to roll their sleeping bags and pack their personal gear. Mornings are busy, so menus must be kept simple. Cooking, serving, and eating time can take away from the town meeting.

7:30 AM Breakfast, cleanup, pack.

All students should wash their own utensils, then take personal gear and place it on the porches. Two groups scrub pots and pans and clean the kitchen, and the other three groups perform other cleanup tasks. Post a list of tasks so adults and students know what they should be doing. When all cleanup tasks are complete, the ranger will inspect the site. When inspection is complete, buildings will be locked.

Required after-breakfast tasks:

- Sweep all buildings
- Patrol site for litter and food scraps
- Stack wood neatly
- Feed horses & clean corral
- Take trash to dumpster
- Clean and organize pots/pans
- Straighten up kitchen
- Refill wood box in kitchen
- Clean wood stove *

* Due to the amount of time it takes the stove to cool, adults may clean the stove while students are preparing for their presentations.

8 AM Preparation for presentations

9:30 AM Final inspection of grounds.

When cleanup is complete, students should meet in their role groups and prepare for their presentations. Adults ensure that they are prepared for the presentation but do not lead the discussions.

10 AM Town meeting/group presentations (gray barn)

Each member of the group introduces him or herself in character with a description of the work that was completed. A group representative can express the group's opinions. When all presentations have been made, a debate can ensue. The ranger will provide closure for the program.

11 AM Departure. Load gear into the vehicles. **Departure should be no later than 11 AM.** This is important because a new group will be arriving.

Evening Activities

The campfire circles near the Hodgdon cabin and in front of the gray barn may be used. Storytelling, songs, skits, or musical performances can be planned, or the campfire setting may simply be used to reflect on the day's events. An effective end to a busy day is to ask each student and adult to finish the sentence "I will never forget..."

If students have learned square and folk dances during the year, a barn dance might be an effective evening activity. The gray barn is available for use. The barn is equipped with speakers, microphones, and an amplifier. They are stored on the stage. Light switches and dimmers are in the box on the wall behind the stage. The ranger will show you how to close and lock the barn after a dance. Groups can bring their own musicians and caller or bring tapes or records with calls and a tape deck or phonograph. The dances should be authentic to the period. A booklet of dance calls is available from the program coordinator.



The Snow's La Casa Nevada

BARN PROCEDURES

If you use the barn in the evening, the lead teacher is responsible for the safe use and closing of the barn. Park personnel cannot be onsite in the evening.

Procedures for using the barn

- All doors in the barn **must** be unlocked when the barn is occupied.
- Unless cold weather is a problem, all doors should be open when the barn is occupied; the locks must never be engaged when the barn is occupied.
- No open flame is allowed in the barn, including lanterns, candles, cigarettes, etc.
- The public is welcome to visit. The usual park rules apply.
- The sound system is on the stage and will be ready for your use after you turn it on. The switch is on the top, in back of the control board.
- Stop any activity that could lead to injury of anyone or the building.

Procedures for closing the barn

- Be sure that you have a flashlight.
- Collect any items left behind by your group.
- Ensure that everyone is out of the barn.
- Close and lock the large doors at the east and west ends first. To do this, unhook both doors from the side of the barn, swing them shut (right door first), pull the bolt out (left end), rotate the board counter-clockwise into the L brackets, put the bolt through the holes in both the board and the door. This will lock the doors.
- Close and lock the small door on the south (street) side. The key to the history center buildings will open these locks. The lock is on the outside of the building.
- Turn the sound system off and close the box.
- Turn all the lights off. The lights on the wagons have two switches; one on the east wall near the rail (flip switch) and one directly behind the sound system (push the small metal post). Overhead lights have three dimmer switches. They are in the wooden box on the wall behind the sound system in the wagon bay. Open the cover for the box and turn each dimmer switch off.
- Close and lock the north door.
- Go out through the horse gate. Make sure it is closed and latched when you leave.